

## Textbook Alignment to the Utah Core – 10<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes **X** No \_\_\_\_\_

Name of Company and Individual Conducting Alignment: \_\_\_\_\_ **Jill Johnson**

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 10 Language Arts

Title: **Writer’s Choice: Grammar and Composition Grade 10 © 2009** ISBN#: **0-07-888775-5**

Publisher: **Glencoe/McGraw-Hill Publishing Company**

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: **100** %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.**

**Percentage of coverage in the *student and teacher edition* for  
Standard I: \_\_\_\_100\_\_\_\_\_%**

**Percentage of coverage not in student or teacher  
edition, but covered in the *ancillary material* for  
Standard I: \_\_\_\_\_%**

**OBJECTIVES & INDICATORS**

**Coverage in *Student  
Edition(SE) and  
Teacher Edition (TE)*  
(pg #'s, etc.)**

**Coverage in  
*Ancillary Material*  
(titles, pg #'s,  
etc.)**

***Not covered  
in TE, SE or  
ancillaries* ✓**

**Objective 1.1:** (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

**a.** Analyze the meaning of words using knowledge of roots (see chart, Appendix A).

**Student Edition:**  
822-823  
*Exercise 2* 826 #1-#5  
**Teacher Wraparound  
Edition:**  
BWR 823; CG 822; CRPS  
823; DLA 822; IW 825;  
LPR 824

**b.** Evaluate the effects of connotation in text.

**Student Edition:**  
300  
*Writing Activities* 301  
**Teacher Wraparound  
Edition:**  
6+1TW 159, C 301;  
CDT 300; EL 284, 300;  
WA 301

c.	Determine word meaning through analogy and contrast/antonym context clues.	<b>Student Edition:</b> 819-821, 855 <i>Exercise 2 856 #5</i> <b>Teacher Wraparound Edition:</b> ARS 316; C 821; ELL 855; IWM 820; MA 855; RT 855; UCC 820		
d.	Distinguish between commonly confused words (i.e., <i>affect/ effect; between/ among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist</i> ).	<b>Student Edition:</b> 834 <i>Exercise 2 834</i> <b>Teacher Wraparound Edition:</b> C 834; WS 834		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).				
a.	Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).	<b>Student Edition:</b> 913-915 <i>Exercise 2 915 #1-#2</i> <i>Exercise 3 916</i> <b>Teacher Wraparound Edition:</b> C 916, 923, 927; EWS 914; IC 112, 927		
b.	Analyze the function of multiple internal text structures in a single text.	<b>Student Edition:</b> 114, 116, 248-250 <i>Discussion 115</i> <i>Time Lexicon 114</i> <i>Try It Out 115</i> <i>Writing Activities 251</i> <i>Writing Tip 116</i> <b>Teacher Wraparound Edition:</b> C 251; CL 115; LL 114; LPR 250; UM 250; WNA 251		

c.	Use explicit and implicit information to arrive at conclusions.	<b>Student Edition:</b> 286-287 <i>Journal Writing</i> 287 <b>Teacher Wraparound Edition:</b> CT 99, 100, 207, 208, 209, 210; JWT 197, 245, 287; LPR 150; MA 216, 286		
d.	Evaluate text for reliability and accuracy.	<b>Student Edition:</b> 286-287, 840, 910, 961 <i>Exercise 3</i> 841 <i>Listening and Speaking</i> 289 <i>Prewriting Tip</i> 287 <b>Teacher Wraparound Edition:</b> BC 287; EL 296; LFO 840; MA 294; SFO 840; TMSD 287		
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.				
a.	Examine the relationship between oral and written narratives.	<b>Student Edition:</b> <i>Analyzing a Writer's Process</i> 169 #2-#3 <i>Writing in the Real World</i> 166-168 <b>Teacher Wraparound Edition:</b> DLA 166; MA 166; RM 167		
b.	Understand the uses of character development in conveying theme in literary works.	<b>Student Edition:</b> 175, 178, 180-181, 184-185 <i>Journal Writing</i> 175 <i>Talk About Reading</i> 212 #2 <b>Teacher Wraparound Edition:</b> C 38; LC 186; LE 273; UM 178		

<b>c.</b>	Analyze themes in literature and their connection to politics, history, culture, and economics.	<b>Student Edition:</b> <i>Learning to Learn</i> 107, 162 <i>Literature Model</i> 32, 156, 204, 314 <i>Write About Reading</i> 318 <i>Writing Across the Curriculum</i> 108, 163, 275, 319 <b>Teacher Wraparound Edition:</b> 6+1TW 99; AA 98, 314; ARS 160, 161; CC 102, 190; CT 99, 100, 101, 102, 103, 106, 160, 161; NCD 176; TS 26		
<b>d.</b>	Evaluate setting as it contributes to characterization, plot, or theme.	<b>Student Edition:</b> 148-150 <i>Writing Activities</i> 27, 151 <b>Teacher Wraparound Edition:</b> AQ 150; CCA 151; DLA 148; IC 149; JWT 149; LE 33; LS 151; UM 150; WSA 151		
<b>e.</b>	Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	<b>Student Edition:</b> 840-841 <b>Teacher Wraparound Edition:</b> LE 35, 104, 105, 205, 317		
<b>f.</b>	Compare poetry on different topics from varied cultures and times.	<b>Student Edition:</b> <i>Writing Activities</i> 261		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: ____100____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: ____%	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #’s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)
			Not covered in TE, SE or ancillaries ✓
Objective 2.1: (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.			
a.	Analyze varied ideas and opposing opinions.	<b>Student Edition:</b> 13, 236-238, 258-260, 286-287, 290-292 <i>Learning to Learn</i> 274 <i>Writing Across the Curriculum</i> 39, 319 <i>Writing Activities</i> 239, 261, 289, 293 <b>Teacher Wraparound Edition:</b> C 239, 261; CC 317; ELL 238; OC 259; UBM 238; UM 287	

<b>b.</b>	Analyze facts, events, or ideas to create meaning.	<b>Student Edition:</b> 12-14, 248-250, 287 <i>Learning to Learn</i> 107 <i>Writing Across the Curriculum</i> 39, 108 <i>Writing Activities</i> 15, 151, 247, 251 <b>Teacher Wraparound Edition:</b> CCA 151; LPR 150; UC 15; WLL 14		
<b>c.</b>	Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> 24-26 <i>Talk About Reading</i> 38 #1, 107 #1, 162 #1, 212 #1, 274 #1, 318 #1 <i>Write About Reading</i> 318 <i>Writing Activities</i> 27 <b>Teacher Wraparound Edition:</b> ARS (Connect) 157, 158, 159; C 274; CC 273; DLA 24; MA 24; TS 26		
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)				
<b>a.</b>	Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	<b>Student Edition:</b> 294-296, 298-300, 302-304 <i>Write About Reading</i> 318 <i>Writing Activities</i> 285, 289, 293, 297, 301, 305, 309 <i>Writing Process in Action</i> 310-313 <b>Teacher Wraparound Edition:</b> MP 284		

b.	Support arguments with personal experience, detailed evidence, examples, and reasoning.	<b>Student Edition:</b> 286-288, 290-292, 294-296, 311 <i>Write About Reading</i> 318 <i>Writing Activities</i> 285, 289, 293, 297, 301, 305, 309 <b>Teacher Wraparound Edition:</b> D 311; DQ 276; MA 286; MP 284; SE 288; UM 287		
c.	Use persuasive strategies including appeals to logic, emotion, and ethics.	<b>Student Edition:</b> 284, 292, 298-300 <i>Writing Activities</i> 285, 289, 293, 297, 301, 305 <b>Teacher Wraparound Edition:</b> MP 284; UM 283; WO 285		
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	a. Evaluate and revise for: <input type="checkbox"/> Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts). <input type="checkbox"/> Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). <input type="checkbox"/> Correct use of active and passive voice. Appropriate voice for specific audiences. <input type="checkbox"/> Specific word choice for different audiences and purposes. <input type="checkbox"/> Rhythm created through sentence construction (i.e., parallel sentence structure).	<b>Student Edition:</b> 76-80, 342-345 <i>Journal Writing</i> 79 <i>Revising Tip</i> 130, 185, 190, 194, 299, 303 <i>TIME Facing the Blank Page</i> 116-117 <i>Write About Reading</i> 107 <i>Writing Across the Curriculum</i> 108 <i>Writing Activities</i> 49, 81, 345, 348 #1 and #3 <i>Writing in the Real World</i> 44, 47, 167, 218 <i>Writing Process in Action</i> 96, 154, 202, 264, 312 <b>Teacher Wraparound Edition:</b> C 81; CL 79, 116, 345; EE 80, 83, 304; EL 117; ELL 78, 265; EP 77; ILR 344; JWT 79; R 96, 154, 202, 264, 312, 343; UM 47; URS 84		



b.	<p>Edit for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling.</li> <li><input type="checkbox"/> Correct use of commas to set off appositives.</li> <li><input type="checkbox"/> Correct subject/verb agreement.</li> <li><input type="checkbox"/> Correct sentence construction (i.e., fragments, run-ons).</li> <li><input type="checkbox"/> Correct placement of modifiers.</li> <li><input type="checkbox"/> Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).</li> <li><input type="checkbox"/> Correct use of possessives.</li> <li><input type="checkbox"/> Correct use of semi-colon.</li> </ul>	<p><b>Student Edition:</b>  48, 82-84, 346, 388-389,  390-391, 392-395, 404-405,  406-407, 409  <i>Editing Tip</i> 256  <i>Exercise 8</i> 740  <i>Exercise 9</i> 741  <i>Exercise 10</i> 742  <i>Exercise 12</i> 746  <i>Exercise 20</i> 762  <i>Exercise 23</i> 767  <i>Exercise 24</i> 768  <i>TIME Facing the Blank Page</i>  118  <i>Write About Reading</i> 212  <i>Writing Across the Curriculum</i>  108, 163  <i>Writing Activities</i> 49, 85,  348 #2  <i>Writing Process in Action</i> 97,  155, 203, 265, 313  <i>Writing in the Real World</i> 44  <b>Teacher Wraparound</b>  <b>Edition:</b>  C 389, 391, 395, 405, 407, 409,  762; E 96, 154, 202, 264, 312;  EE 84; EL 741; SOS 83;  UM 48; UPS 84; URS 84</p>		
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<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>  100  </u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>      </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.				
<b>a.</b>	Formulate essential questions that expose problems and explore issues.	<b>Student Edition:</b> 61, 65-66, 249 <i>Journal Writing</i> 249 <i>Writing Across the Curriculum</i> 357 <i>Writing Activities</i> 67, 327 <b>Teacher Wraparound Edition:</b> ELL 62; FQ 325; IQT 61; JWT 65, 249; LS 66; MA 60; OQ 66; PQ 66; U5WH 249		
<b>b.</b>	Analyze information to determine relevance to essential question.	<b>Student Edition:</b> 62, 806-807 <i>Writing Across the Curriculum</i> 357 <i>Writing and Research Handbook</i> 960-961 <b>Teacher Wraparound Edition:</b> PQ 66; SI 809		

c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	<b>Student Edition:</b> 287, 327, 809, 910 <i>Exercise 5</i> 810 <i>Writing and Research Handbook</i> 960-961 <b>Teacher Wraparound Edition:</b> BC 287; C 67; CT 327; DI 807; EE 810; EWS 914; PD 324; PQ 66; WAR 357		
d.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources)	<b>Student Edition:</b> 62, 64-66, 324, 808-809, 910, 913-915 <i>Writing Activities</i> 67 <i>Writing and Research Handbook</i> 961-962, 963-965 <b>Teacher Wraparound Edition:</b> AP 910; DI 807; PD 324; PTI 65; UM 355; WRW 326		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.				
a.	Select an appropriate format to synthesize information.	<b>Student Edition:</b> 221, 330 <i>Journal Writing</i> 221 <i>Revising Tip</i> 222 <i>Write About Reading</i> 274 <i>Writing Activity</i> 89 <b>Teacher Wraparound Edition:</b> JWT 221; UM 222		
b.	Gather and synthesize information to solve a problem or deepen understanding.	<b>Student Edition:</b> 64-66, 324, 326, 806-807, 808-810, 910, 913-915 <i>Writing Across the Curriculum</i> 357 <i>Writing Activities</i> 67 <i>Writing and Research Handbook</i> 960 <b>Teacher Wraparound Edition:</b> CL 114; DI 807; FR 806; WRW 326		

<b>c.</b>	Support synthesis of information using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> 326 <i>Grammar Tip</i> 250 <i>Summarizing Tip</i> 326 <b>Teacher Wraparound Edition:</b> EE 112; MNT 326; TR 250; UM 65, 355		
<b>d.</b>	Use informal and formal citations, where appropriate, to support inquiry.	<b>Student Edition:</b> 336-340 <i>Writing Activities</i> 341 <i>Writing and Research Handbook</i> 961-962, 963-965 <b>Teacher Wraparound Edition:</b> C 341; CS 338; ELL 338, 339; PD 337; RC 340; UWC 339		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.				
<b>a.</b>	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	<b>Student Edition:</b> 888 <i>Writing Activities (Listening and Speaking)</i> 23, 179, 239, 285, 289 <b>Teacher Wraparound Edition:</b> DPP 889; LS 97, 115, 433		
<b>b.</b>	Anticipate and prepare to respond to potential audience questions.	<b>Student Edition:</b> 890 <b>Teacher Wraparound Edition:</b> LS 111		
<b>c.</b>	Respond effectively to audience questions and feedback.	<b>Student Edition:</b> 890 <b>Teacher Wraparound Edition:</b> LS 111		
<b>d.</b>	Present orally using visual aids/technology for support.	<b>Student Edition:</b> <i>Exercise 7</i> 927 <b>Teacher Wraparound Edition:</b> DPP 889; LS 111		